THE EFFECTS OF MUSIC IN INTRINSIC-EXTRINSIC MOTIVATION IN PHYSICAL EDUCATION

Papapavlou A.¹, Digelidis N.¹, Zachopoulou E.², Tsigilis N.¹, Papaioannou A.²

¹University of Thessaly, Department of Physical Education and Sport Science, Trikala, Greece
²University of Thrace, Department of Physical Education and Sport Science, Komotini, Greece

Introduction
This study examined the effects of music in lesson satisfaction and intrinsic-extrinsic motivation in senior students during the physical education class.

Method and procedure
200 students, aged 16-17 years old, participated in the research which was held through questionnaires. A short intervention was designed. A lesson was developed based on Mosston’s practice style of teaching. The same lesson was taught under three experimental conditions: a) without music, b) with music chosen by the teacher and c) with music chosen by high school students. In each class, the three experimental conditions were randomly applied in order to avoid the order effect.

The following questionnaires were used: a) lesson satisfaction was assessed through Duda & Nicholls (1992) and b) Situational Motivation Scale developed by Vallerand et al (1997). All scales had high indicators of internal consistency (a>.85).

Results
The repeated measures analysis of variance was conducted by using the method of Latin squares. The results indicated important differences between the experimental conditions (F=80.57, p<.001). The results from Tukey post-hoc tests showed that when the practice style implemented with music, students scored higher in the scales of lesson satisfaction, intrinsic motivation, and identified regulation while at the same time they scored lower in extrinsic motivation and amotivation scale (see Table 1).

Table 1. Descriptives for each experimental condition.

<table>
<thead>
<tr>
<th></th>
<th>Without music</th>
<th>Music chosen by teacher</th>
<th>Music chosen by students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Lesson satisfaction</td>
<td>3.5916</td>
<td>.9189</td>
<td>4.3505</td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td>3.4750</td>
<td>.9192</td>
<td>4.2552</td>
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<td>Identified regulation</td>
<td>3.3803</td>
<td>.9000</td>
<td>4.1289</td>
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<tr>
<td>Extrinsic motivation</td>
<td>2.9171</td>
<td>.8774</td>
<td>2.5335</td>
</tr>
<tr>
<td>Amotivation</td>
<td>2.5092</td>
<td>.9163</td>
<td>2.1327</td>
</tr>
</tbody>
</table>

Discussion/ Conclusions
The results from the research have shown that use of music during teaching, combining a teaching method which emphasizes in increased academic learning time, has a positive effect in lesson satisfaction and intrinsic motivation of senior students.

References